

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MO8

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Dr. Donald Rugraff

Official School Name: Brentwood High School

School Mailing Address: 2221 High School Drive
Brentwood, MO 63144-1725

County: St. Louis State School Code Number*: 096-101

Telephone: (314) 962-3837 E-mail: drugraff@brentwood.k12.mo.us

Fax: (314) 963-3166 Web site/URL: www.brentwood.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. David Faulkner Superintendent e-mail:
dfaulkner@brentwood.k12.mo.us

District Name: Brentwood School District District Phone: (314) 962-4507

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Chris Jones

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 17342

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	30	28	58
10	33	22	55
11	35	28	63
12	28	34	62
Total in Applying School:			238

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
27 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
63 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	238
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 2
Number of non-English languages represented: 1
Specify non-English languages:

Arabic

9. Percent of students eligible for free/reduced-priced meals: 33%

Total number of students who qualify: 78

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>2</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>7</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>30</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

10:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	94%	94%	93%	93%
High school graduation rate	96%	97%	99%	94%	96%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>60</u>
Enrolled in a 4-year college or university	<u>53%</u>
Enrolled in a community college	<u>39%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>5%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? 2006

PART III - SUMMARY

Brentwood High School is located in a small suburban community in St. Louis County, Missouri. The City of Brentwood is identified by proud residents as the “City of Warmth” because it exudes a feeling of comfort and care within the community. Brentwood has a long-standing tradition of educational excellence. About 8,000 residents occupy the 2.5 miles that make up the City of Brentwood. The city population is diverse both racially and economically.

It is the mission of Brentwood Public Schools that every student develop the skills, attitudes, and values to become a self-sufficient, community-minded citizen, capable and willing to both lead and serve in a diverse environment. Teachers put into action the belief that students come first and emphasize the importance of learning. Through practice, pedagogy, and persistence, we customize and personalize our approach to educating each student.

Brentwood High School’s current enrollment is 238 students. The demographic breakdown is 63% White, 27% African American, 3% Hispanic/Latino, 1% Asian, and 6% multi-racial. Approximately one-third of our students participate in the free/ reduced lunch program. Since 1986, Brentwood has welcomed students who live in the City of St. Louis through participation in the Voluntary Interdistrict Choice Corporation (VICC) transfer program. Currently, these students make up 15.5% of our population. Our school community values diversity and works hard to cultivate an environment that caters to the needs of students as individuals.

The staff at Brentwood High School has an average of 15.1 years of teaching experience. More than 85% of the teachers have a Master’s degree or beyond. Our school operates on a block schedule consisting of four 87-minute periods per day with a daily advisory period. Brentwood High School has a 1:10 teacher-student ratio, and most classes range from 14 to 24 students.

Brentwood High School emphasizes a strong college preparatory curriculum that includes college-credit coursework. Individualized college and career planning conferences provide each student with the background and information needed to ensure an ideal post-secondary placement. Students at Brentwood High School have the opportunity to earn college credit through dual credit programs overseen by St. Louis University and University of Missouri-St. Louis. Students may earn up to 30 hours of college credit before graduation. Brentwood High School requires 28 units of credit, nearly a semester more than the state minimum of 25.

Over the past four years, nearly 9.2% of seniors have earned Missouri Bright Flight recognition by scoring in the top 3% of Missouri students on the ACT or SAT. In addition, seven students over the same time period have been recognized as National Merit Finalists, Semi-Finalists, or Commended Students.

In 2006, Brentwood High School was named one of 48 national *No Child Left Behind* Blue Ribbon High Schools by the U.S. Department of Education. In 1998, 2001, 2006, and 2008, Brentwood High School was recognized as a Missouri Gold Star school.

Over 70% of our students participate in extra-curricular activities through athletic or club offerings. Our belief is that extra-curricular programs promote growth and development. We utilize a “no-cut” philosophy in our athletic program. This allows all students to benefit from the experience of being on a team and encourages them to embrace new challenges. Our community takes great pride in our athletic programs. During the last five years of competition, we have had state finalists in football and wrestling, sectional appearances in volleyball and baseball, and district championships in several other sports. Other programs, such as forensics (speech and debate) and color guard, have received state and national recognition.

Brentwood High School's long-standing traditions of academic excellence and commitment to success for all students makes our school outstanding and worthy of the National Blue Ribbon nomination. Our partnership with teachers, students, and parents creates a culture of collaboration and support that continues to yield student success and develop life-long learners. Our Alumni Association carries these values forward with high numbers of successful graduates who have supported the school. In 2012, the alumni donated more than \$29,000 in scholarships to the class of 2012. Such commitment to our current and future accomplishments distinguishes our community and will continue to inspire us to promote the best for every student.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Brentwood High School administers the Missouri End-of-Course exams (Algebra I, American History, Biology, English I, English II, Geometry, and Government) upon course completion. The four achievement levels of the End-of-Course exams are Advanced, Proficient, Basic, and Below Basic. The staff strive to ensure that 100% of students Proficient or better in all areas. Since *No Child Left Behind* requirements began, Brentwood High's students have exceeded the target percentages for AYP in both communication arts and mathematics, and we take great pride in this accomplishment. During this past school year, our high school was one of the highest performing schools in mathematics in St. Louis County due to our teachers' and students' efforts. Through data analysis, curriculum and instruction are both adapted for students on an individual basis.

Brentwood High School also administers the Educational Planning and Assessment System (EPAS), which includes the Explore, Plan, a practice ACT, and ACT assessments. Over the past five years, the Brentwood High School's ACT composite scores have continued to improve (21.7 in 2006 to 23.8 in 2011) and have exceeded the state and national averages. The staff of Brentwood High School work diligently in preparing students for success with these assessments. Much effort has been spent in the aligning the College Readiness Standards (CRS) with our curriculum and analyzing summary data provided by ACT. It is the goal of the staff that all students meet the benchmark scores for all four subject areas of the ACT. This focused study allows teachers and students to better understand specific areas to target in order to improve assessment outcomes. The results of our efforts have and will continue to open doors of opportunity for our students in post-secondary education and scholarship funds.

In mathematics, students have consistently performed above the state average in combined Advanced and Proficient levels. Over five years, Brentwood has increased the total number of students performing at the top two levels from 73.1% to 85.4%. An additional increase in achievement occurred with our African-American student sub-group. From 2008 to 2012, the percentage of African American students scoring in the top two levels increased from 53.9% to 78.2%. While a gap still remains, teachers continue their focus on the elimination of any performance gap among the sub-groups. With the introduction of data analysis based on composite sub-group performance, or a "super sub-group," our results show that this group also improved in performance. The super sub-group showed 48.2% of students performing at the top two levels in 2008; this increased to 78.2% by 2012. To improve learning, teachers specifically analyze assessment data to identify areas of need and to target areas in mathematics that require re-teaching; when necessary, additional instructional support is provided during the school day and after school.

The primary area in which Brentwood had ten or more percentage points separating subgroups is the disparity between the super sub-group and the total group. The total student score was 85.4%, and the super subgroup scored 74.6%. This gap is a concern and is being addressed through giving one-to-one instruction, providing additional teaching time during the school day and after school, and identifying key math skills that need remediation. Our school will continue to focus on improving student scores by addressing the needs of individual students, reviewing curriculum, and focusing on best practices. The math department has implemented a spiraled curriculum that builds on essential components of mathematical understanding. This structure has contributed to student achievement in math by aligning expected standards with specific skills. This growth can be seen in consistent gains across the past five years in African-American students, the super sub-group, and overall student performance.

In communication arts, Brentwood has increased the total number of students performing at the combined Proficient and Advanced levels from 65.1% to 76.1% over five years. In 2012, the combined total of students scoring Proficient and Advanced was 76.1%. While students have consistently performed above the state average in this area, we had a larger gap in achievement during this past school year with 64.7%

of our super sub-group students scoring in the top two categories. This gap is being addressed by increasing the supports for struggling readers and implementing consistent literacy strategies across all grades. From 2008 to 2012, the percentage of students scoring in the lowest level was cut in half, from 7.9% to 3.5%. This five-year data illustrates continual improvement in both scores and decreasing the achievement gap. Our school will continue to focus on improving student scores through addressing the needs of individual students, reviewing curriculum, and focusing on best practices.

The small size of Brentwood High School allows for a great deal of attention to student needs. Through data analysis and adaptive instruction, we are better able to respond to students who need additional assistance to reach high levels of achievement.

2. Using Assessment Results:

The staff at Brentwood High School use data-driven decision-making to guide and improve instruction. The assessment data used most often by the staff are: the state required End-of-Course Exams (EOC), ACT Educational Planning and Assessment System (EPAS), and classroom assessments. The Understanding by Design (UbD) model developed by Wiggins and McTighe is used by the staff in the development of curriculum. During Professional Learning Community (PLC) opportunities, teacher prep periods, and professional development days, staff examine the data. This data analysis is critical for teachers to use in evaluating their instruction and making adjustments for learning, planning, and implementing strategies to improve student achievement.

Teachers in core disciplines focus on specific areas of growth as identified in the data at the start of each school year. For example, the focus this year has been to teach summarization skills across disciplines. Last year's focus was an emphasis on analyzing the questions missed most frequently by students on the EPAS exams. A specific example of this focus was to explicitly teach how to interpret graphs and charts across multiple disciplines.

National and state assessments have been used as a gauge for staff to assess our ability to help all students be successful. The analysis of the data identifies strengths and weaknesses in curriculum and instructional delivery. Throughout the year, departments focus on making changes to their teaching and monitor student progress in a variety of ways. As struggling students are identified, staff members implement targeted support and intervention strategies. It is not unusual to see teachers and students in our building in deep conversation about student performance. Students recognize and understand their teachers care about their learning through one-to-one communication about grades and achievement. Parents are given 24/7 on-line access to their child's grades and test scores, which allows for close monitoring of student progress. Teachers strive to develop partnerships with parents and students to optimize student success.

In addition to state assessments, our school has placed a great deal of focus on the data collected from EPAS. Every student at Brentwood is given the opportunity to take the Explore, Plan, and a practice ACT free of charge. A concerted effort has been put into the analysis of EPAS data in order to identify college- and career-readiness skills that are embedded in the curriculum. The use of this data as well as item analysis, has proven to be successful in improving our ACT scores. The results of the ACT are shared with students and parents in a variety of ways. Whole-class instruction is given to students to help them understand their scores, and parent meetings are held for the same purpose.

Our mission of addressing the individual student, maximizing performance, and creating a customized educational program has truly been what is best for kids and makes our school thrive. Programs have been implemented in response to the data to provide additional support. These include academic labs, learning strategies support, student mentoring, opportunities for deeper academic study in specific areas, and after-school tutoring.

Brentwood High School staff take a great deal of pride in the relationships they have with students and their families. Staff members do an outstanding job keeping open lines of communication with parents,

students, and community members. Teachers truly attempt to involve all stakeholders in the educational and growth of each student. Our success as a district has been promoted in local media, and the community takes pride in our accomplishments.

With these procedures and resources in place, students in Brentwood High School are attended to individually, and their success is monitored and shared among all stakeholders. The instructional changes from data analysis have proven beneficial to overall student performance in course work, standardized tests, and overall academic achievement.

3. Sharing Lessons Learned:

The development of life-long learners is a core value of Brentwood High School that manifests itself not just within the building but also with other schools and beyond. Sharing best practices helps us to become more effective teachers and creates opportunities to help colleagues and children everywhere.

Four years ago, Brentwood High School moved forward with instituting Professional Learning Communities (PLC's). The PLC model at Brentwood High School provides time for staff to engage in professional conversations around student data, effective interventions, and best practices with the goal of improving student achievement. A focus of the PLC's over the past four years has been to raise student ACT composite scores. By utilizing the data and resources provided by ACT, along with implementing instructional changes, the school realized an increase in the ACT composite score from 21.7 to 23.8 from 2006 to 2011. The PLC model has been adopted and shared across the district as a successful model to promote student achievement.

Our teachers share their successes at the local, state, and national levels. At the Missouri ACT Conference, Brentwood teachers shared the process they used that proved to be successful in raising student ACT composite scores. Teachers discussed their work of reviewing and embedding the college readiness standards (CRS) within the curriculum, using the item analysis summary report and the ACT resource, "Ideas for Progress." Other teachers have presented at state and national conferences in multiple disciplines.

Brentwood teachers also have established partnerships with several colleges and universities. One specific program is the Fontbonne University Partnership. Select education courses of Fontbonne University are taught on the Brentwood High School campus. Brentwood teachers and administrators are asked to share ideas about education and best practices with aspiring educators. In addition, these students work side-by-side with our teachers to see best practices in action.

Educators from Missouri and other states visit our high school to see the unique culture and instructional climate in which students come first and are encouraged to reach their academic potential. Our small size and individualized instruction are well known and respected within the area and the state.

4. Engaging Families and Communities:

The staff at Brentwood High School (BHS) takes pride in the relationships established with students, parents, and the community. The staff know the importance of strong partnerships with our stakeholders and have reaped the dividends of student success from these strong relationships.

Communication is a vital component to ensure student success. Communication with parents is consistent and occurs through a variety of methods. Personal communication by staff is accomplished by parent-teacher meetings, emails to parents, attendance at district events, and phone calls. Teachers want to make sure parents are informed of student progress as part of the school-home partnership. Parents are given information on the on-line student information system, which gives them access to student grades, attendance, and other pertinent information. Teachers have developed and maintain their own websites to

give parents and students access to syllabi and course content. Build Your Own Curriculum (BYOC) and secure Moodle sites provide information about courses, assignments, and additional resources. The web technology has proven to be very beneficial and is appreciated by district parents because of its convenience and accurate, up-to-date information.

Parents are actively involved in the school and play an instrumental role in supporting the many different programs offered. The Parent Teacher Organization (PTO) and Booster Clubs help fund additional needs of classroom and extra-curricular activities. These organizations also provide to several graduating students scholarships for college. Parents are involved as committee members at the building level for input on various decisions throughout the year, such as the hiring of new staff and planning building events.

Brentwood High School serves students from the city of St. Louis through participation in the Voluntary Inter-district Choice Corporation (VICC) transfer program. The school reaches out to the parents who do not reside in the City of Brentwood to engage with our school. Parents frequently attend athletic and fine art events, in addition to meetings to prepare parents for post-graduation planning and preparation. The VICC program enriches the Brentwood community and helps prepare all of our students with the skills they will need to be successful in the diverse environments they may encounter.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Brentwood High School offers a diverse and rigorous curriculum with a wide range of courses aligned to Missouri Course Level Expectations (CLE's) and the College Readiness Standards (CRS). Numerous college-prep and dual-credit courses prepare students for their post-secondary future.

Brentwood High School has developed curriculum using the Understanding by Design (UbD) model. UbD has allowed teachers to focus on what is essential in each curriculum area. The district uses Build Your Own Curriculum (BYOC) software to organize the curriculum and provide electronic access to staff, parents, and other educators.

The English Department maintains a strong focus in the areas of reading and writing. They stress the important role that the English language and literature play in intellectual, personal, and career development. The English course offerings are as follows: English I, English II, English III, English IV-Advanced or College Credit, and elective courses.

The Science Department's vision is to provide all students with a high quality science education that includes hands-on laboratory experiments, critical thinking, and innovative technology to prepare students to be scientifically literate. Students are offered a variety of science courses, including Biology, Physics, Chemistry, Anatomy and Physiology, as well as advanced and/or college credit courses.

The Math Department believes success in high school mathematics is determined by the foundational knowledge and number sense acquired in a first-year Algebra course. Therefore, all students take eighty-seven minutes of Algebra daily their freshman year. The Math Department also believes that students develop a conceptual understanding of the principles of mathematics when they are able to take ownership through guided investigations and discovery. A major goal of this curriculum is to prepare students for strategic careers in science, technology, engineering, and mathematics (STEM.) All students are provided a TI-nSpire graphing calculator and are expected to use this tool to solve complex problems in their courses. Courses offered are Pre-Algebra, Algebra I, Algebra II, Geometry, College Prep Algebra, Pre-Calculus, Statistics, and Advanced/College Credit Calculus.

The Social Studies Department's mission is to prepare thoughtful, active citizens who can function productively in a multicultural, rapidly changing, and increasingly interdependent world. The social studies program provides a variety of affective and cognitive experiences that contribute to the recognition of the dignity of each human being. Courses offered are American History, Ancient World History, Modern World History, Psychology, Sociology, Government, Contemporary Issues, and Advanced/College Credit Western Civilization.

The Physical Education Department encourages the development of healthy individuals through promoting an active lifestyle, positive personal health choices, and life-time fitness. Student course offerings include Physical Education, Health, and Personal Fitness and Strength Training.

The World Languages Department believes that students living in a global society need to learn more than one language. Studying a language enhances cognitive abilities and helps strengthen student communication skills. Languages assist students in developing a more global perspective, helping them interact in a diverse world. Courses are offered in Spanish, French, and German, ranging from levels 1-5, which includes college credit courses.

The Fine and Practical Arts Department provides students with opportunities to develop career and workplace readiness skills and to build an understanding and appreciation of the visual and performing

arts. The courses in this area provide students opportunities in a wide range of areas and skill sets. Courses are offered in the areas of Business, Driver's Education, Family and Consumer Science, Industrial Arts, Personal Finance, Art, Music, Web Development, and Theatre Arts. Theatre is also offered for college credit.

2. Reading/English:

The communication arts curriculum is designed to prepare students for the reading, writing, speaking and listening demands of college and workplace environments.

A variety of instructional strategies are used to deliver and monitor student growth, based on data analysis. Scores on reading assessments are used to guide the selection of texts to match the instructional level of students and push them towards growth. Students identified as reading below grade level are enrolled in an Academic Literacy class for a full school year. Students receive an English elective credit for successfully completing the course, which provides targeted reading support and strategies to help struggling students catch up. In addition, students who are not enrolled in the class can also take advantage of an online software program, Reading Plus, which helps promote greater fluency critical to high school students. The school reading specialist schedules one-to-one time with students to set goals for growth and work on skills needing additional instruction. Parents may monitor and support their child's progress in the online software at home.

Communication arts teachers are supported by their peers, who have worked to integrate reading and writing across the curriculum. Research-based approaches are stressed, include the 6+1 Traits Writing model and Marzano's instructional strategies. In addition, English teachers collaborate with social studies staff to provide cross-curricular learning activities, such as research methodology and combined thematic units.

Sections of English I and English II are co-taught with a reading specialist who may further individualize instruction and assessments for students with IEP's. Communication art teachers work individually with students to help them become stronger writers. Teachers also recognize the importance of data to identify concepts that need to be re-taught when students are struggling.

Advanced English classes are offered at all levels for students who are working above grade level. Beginning in the junior year, these students may enroll in dual-credit coursework with the University of Missouri - St. Louis. This rigorous class requires considerable work outside the classroom for students who are ready for college-level work.

3. Mathematics:

Brentwood High School's mathematics curriculum is student-centered and aligned with state and national standards. Our objective is to provide instruction and activities that involve students in exploring, investigating, representing, and explaining mathematics to facilitate the development of students' analytic abilities. A major goal of this curriculum is to prepare our students for careers in science, technology, engineering, and mathematics. The school provides a TI-nSpire graphing calculator to each student as a tool to reinforce mathematical concepts that can be applied across disciplines. This is especially the case in science and practical art courses such as Physics, Architecture, and Personal Finance. We believe our curriculum helps students to communicate effectively, reason logically, and make connections by extending mathematics to related fields. We believe students develop a conceptual understanding of the principles of mathematics and take ownership of their learning through guided investigations and discovery. In other words, we believe a student will integrate and make stronger connections to previously learned material when presented with a carefully designed lesson that encourages discovery of a new mathematical principle. In addition, students see themselves as members of a community of learners in which the teachers are facilitators.

Revision is an important component of student achievement in our mathematics curriculum. All students are encouraged to display personal growth by retaking assessments or revising problem sets and assignments. Our message to the student is one of growth towards mastery. Students are encouraged to see their learning as a personal journey that culminates in a deep understanding of the subject. A failure to display competency of a skill is seen as a stage in the learning process at which growth can always occur.

We believe success in high school mathematics is determined by the foundational knowledge and number sense acquired in the first-year Algebra course. All students take eighty-seven minutes of Algebra, ranging from Pre-Algebra to Algebra II, daily during their ninth grade year. The majority of ninth graders take Algebra I/II first in the math sequence. Students working above grade level are enrolled in our Accelerated Algebra I/II course. In addition to daily coursework, students who are struggling in mathematics courses are required to attend Academic Focus, which is one hour of supplemental mathematics support during the school day, twice per month. For students who are interested in homework assistance or additional individualized instruction, the Mathematics department offers afterschool tutoring four days a week.

4. Additional Curriculum Area:

Critical thinking and strong rhetoric skills are a key component of any mission to improve academic achievement. Nowhere is critical thinking more prevalent than in an effective communications and debate course. Brentwood High School offers speech and debate courses during the school day in addition to an afterschool competitive speech and debate program. The combination of the two, and the competitive outlet offered for a variety of students, is a powerful equation for success.

Through the debate curriculum, speaking and listening skills are emphasized in support of the new common core state standards (CCSS). Students in the debate course continually utilize skills emphasized in the standards, while displaying higher order thinking and complex analysis on a consistent basis. Students who research and debate topics that range from the rise of China to energy consumption form a squad of students not only knowledgeable about the world but also confident enough to create change. Offering the debate course as an elective during the school day allows students to perfect skills such as supporting argumentation with the text, critically reading nonfiction, and synthesizing multiple texts. Each of these skills supports Brentwood students in improving academic achievement. In addition, the afterschool competitive speech program at Brentwood High School has seen immense success at the local, state, and national level.

In addition to speech and debate, the theatre and fine arts programs teach students self-discipline, encourage creative-problem-solving, and develop specific talents of musicians, actors, and artists. These programs give students the chance to work with a diverse group of peers and use skills not always accessed in the core curriculum. The theater program reinforces key concepts of the speech and debate program, such as public speaking and communication. Studies show that students who engage in the arts have higher test scores (UCLA, 1999) and are better equipped with the attributes needed to be successful in college and the work place.

5. Instructional Methods:

As we addressed the change in education from memorization and rote learning to higher-level thinking and application of skills, a pedagogical shift had to take place in the classroom. We have identified key skills and reviewed data by cohort, by content area, and by student. We have been able to shape our goals, strategies, assessments, and learning opportunities to improve achievement for all students.

Data analysis from national, state, and classroom assessments has led us to see challenges in areas of focus for specific sub-groups. For example, our data showed that all of our sub-groups struggled with analyzing an author's purpose and articulating arguments to support their claims. As a result, several

departments are now focused on increasing critical thinking, reading, and writing skills through direct instruction and practice, including a focus on the structure of essays and research papers. Re-teaching is a critical strategy to help bridge achievement gaps and our teachers try a wide variety of strategies. These skills are helping our students become better prepared for life beyond our classrooms and more skilled in performing better on future assessments.

Through our focus on the success of the individual student, we have worked collaboratively to create a shared vision of accountability for student growth and achievement. Teachers recognize our diverse student needs and make adaptations and changes to accommodate all learners. Students with learning challenges, such as students that have an Individualized Educational Plan, are specifically supported through collaborative partnerships with special education teachers who push into classrooms and provide expertise in content areas. We continually monitor our practices and results in order to ensure continued improvement for all.

We continue to be creative in finding ways to build in instructional time during the school day to help students who simply need more time to learn. An academic period or “lab” was created this past year to provide additional time for specialized instruction, and teachers frequently meet with students before and after school, during an advisory period, and during lunch. There is a “whatever it takes” attitude to help each student succeed.

6. Professional Development:

Professional development at Brentwood High School takes place on a daily basis through teacher reflection and professional conversations among staff members. Each month, teachers are engaged in professional learning communities (PLC's) that focus on student achievement, best practices, and exemplary teaching. Each department also has a half day each semester to engage in professional development in a vertical teaming setting.

The building professional development committee is made up of four teachers and the building principal. The committee works together throughout the year to plan the professional development activities based on district school improvement plan and the needs of the students and building staff. Student academic needs are determined by the examination of data. Staff needs are determined by surveys and questionnaires and collaboration with the district professional development committee.

Each year, teachers create an individualized professional development plan that supports building and district goals, which are tied to student achievement. Our staff continue to take course work at universities, while other staff members attend and engage in workshops, seminars, and conventions specific to their academic disciplines. Although district finances have restricted out-of-state travel, our teachers have taken advantage of local opportunities to keep current on best practices.

Our teachers have been focused on the improvement of ACT scores over the past four years. This work has taken place during PLC time and common plan time of the staff.

The staff engaged in examining and embedding the ACT College Readiness Standards (CRS) within the existing curriculum. The staff analyzed the data of the Educational Planning Assessment System (Explore, Plan, and Practice ACT) to identify strengths and weaknesses of our existing instructional programs. Staff used this data to guide classroom instruction and made changes in the curriculum where needed. The focus on improving ACT student achievement has proven to be successful, resulting in the building ACT composite score increasing from 21.7 to 23.8 over a five-year period.

During the past two years, the district strategically scheduled curriculum, instruction, and assessment (CIA) days at the beginning of the school year to provide staff an opportunity to review the previous year's data and look at current students' performance to develop strategies to maximize student learning.

The district also schedules a second CIA day at the beginning of second semester for teachers to review individual student performance from first semester in order to better meet student needs.

7. School Leadership:

Leadership at Brentwood High School includes the building principal, assistant principal, curriculum area chairs, and a teacher leadership council. Our leadership decisions center around the following: academics, student leadership, personal development, and service to the community. Additional areas of emphasis include open communication with students and parents, critical thinking, collaborative problem-solving, and the effective use of resources. We believe these skills are critical to model for our students and in our professional interactions with each other.

The culture of Brentwood High School can best be described as a collaborative environment of shared ideas based on a student-focused foundation. Ideas are welcomed and encouraged from school stakeholders to make decisions that serve the best interests of students. Our student council collaborates with building leadership to provide the student voice in our decisions. This partnership promotes the personal development of our students and makes a positive difference in the school and community.

In collaboration with district administration, our building leaders and staff have been trained in social justice awareness to help guide our leadership decisions. This has been particularly critical in serving our diverse student body. Teachers have the opportunity to take on leadership roles by serving as curriculum leaders and resident experts in specific areas (such as technology), department leaders, and chairing district committees. Teachers take an active role in shaping decisions in curriculum and instruction. They are able to maximize first-hand knowledge of individual student needs and adapt teaching strategies to increase student success. On-going conversation takes place between building leaders, teachers, and district administrators to make sure that collaboration takes place when difficult decisions have to be made about issues affecting students as a whole group or as individuals, such as student discipline or when a student is in crisis.

The Leadership Council, comprised of a teacher representative from each department and the district data coordinator, is the building's guiding force. The purpose of this team is to review building data, evaluate existing policies and programs, discuss topics of concern, and create plans of action to address student and building needs. Teachers on this committee serve as liaisons to the staff as a whole to promote consistency and continuity in communication and decision-making. This structure promotes the belief held by teachers at Brentwood High School that everyone shares the responsibility for the success of each student.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English MAP/EOC HS

Edition/Publication Year: 2007-2008, 2009-2012 Publisher: McGraw Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	76	78	77	77	65
Advanced	21	32	26	39	30
Number of students tested	113	123	127	71	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	71	58	63	50	Masked
Advanced	12	14	2	17	Masked
Number of students tested	42	43	41	12	9
2. African American Students					
Proficient Plus Advanced	57	60	59	60	29
Advanced	11	13	3	10	7
Number of students tested	37	30	30	12	14
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	2	2	2
4. Special Education Students					
Proficient Plus Advanced	47	50	46	Masked	24
Advanced	7	5	4	Masked	12
Number of students tested	15	22	26	9	17
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	1	3	1
6. White					
Proficient Plus Advanced	86	85	82	86	78
Advanced	24	38	32	46	38
Number of students tested	70	80	94	56	45
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2010, the testing process for high schools in the state of Missouri was changed to reflect End-of-Course exams.					

13MO8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Math MAP/EOC High School

Edition/Publication Year: 2007-2008, 2009-2012 Publisher: McGraw Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	85	73	63	63	73
Advanced	53	41	28	24	30
Number of students tested	110	125	196	67	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	76	56	43	29	41
Advanced	44	29	12	6	8
Number of students tested	41	41	60	17	12
2. African American Students					
Proficient Plus Advanced	78	58	33	33	54
Advanced	31	19	5	6	8
Number of students tested	32	26	42	18	13
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	3	7	6		
4. Special Education Students					
Proficient Plus Advanced	39	52	33	18	27
Advanced	8	22	3	0	0
Number of students tested	13	23	30	11	11
5. English Language Learner Students					
Proficient Plus Advanced	Masked	Masked	Masked	0	Masked
Advanced	Masked	Masked	Masked	0	Masked
Number of students tested	3	6	8		1
6. White					
Proficient Plus Advanced	88	82	73	75	81
Advanced	63	48	35	30	38
Number of students tested	72	83	142	47	47
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2010, the testing process for high schools in the state of Missouri was changed to reflect End-of-Course exams.					

13MO8